



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

- ☐ Pre-award costs are permitted.
☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Blue Ridge ISD** CDN or Vendor ID **043-917** ESC # **10** Campus # ☐ DUNS # ☐
Address **318 W. School St.** City **Blue Ridge** ZIP **75424** Phone **972-752-5554**
Primary Contact **John Wink** Email **john.wink@brisd.net**
Secondary Contact **Amanda Ray** Email **amanda.ray@brisd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances and any application-specific provisions and assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification

Authorized Official Name/Title **John Wink / Superintendent** Signature  Date **3/6/18**

Grant Writer Name **John Wink** Signature  Date **3/6/18**

- ☒ Grant writer is an employee of the applicant organization.
☐ Grant writer is not an employee of the applicant organization.

701-18-105-062

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Recruit, retain and develop highly qualified teachers in critical shortage areas	Develop a professional development system that personalizes learning for individual teachers and incorporates T-TESS as a vehicle to create personalized learning plans for individual teachers.
Increase student achievement performance in STAAR tested areas, CTE certifications, and college readiness assessments	Utilize data from 6 weeks formative assessments to lead teachers in creating plans based on assessment results.
Increase leadership capacity in teachers and staff throughout the district.	Identify leaders throughout the organization and provide them with leadership responsibilities and on-going professional development and training through principals and central office leadership.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2019, all teachers will receive targeted instructional supports that will ensure that 80% of all students in Blue Ridge ISD will meet growth measures on STAAR, MAP or iStation.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Administrative interns will meet with principals to determine leadership supports that will be provided by interns to teachers through the following structures: professional development that is aligned to instructional goals of the district, teacher-learn collaboration structures that are created by leaders and facilitated by administrative interns, and personalized learning goals for individual teachers that include instructional coaching by administrative interns.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Student achievement data will be analyzed to determine which students are making expected growth and which students are not making growth in each subject. Administrative interns will work with campus leaders to prescribe coaching support structures and professional learning to help all teachers address areas of need.

Third-Quarter Benchmark:

Student achievement data will be analyzed to determine which students are making expected growth and which students are not making growth in each subject. Administrative interns will work with campus leaders to prescribe coaching support structures and professional learning to help all teachers address areas of need.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Student assessment data will be pulled by teacher by class and measured for STAAR at the approaches, meets, and masters standard cut scores. Growth will be compared to the student group's prior year performance on STAAR. Additionally, individual student data will be analyzed compared to previous STAAR scores, and for subjects that do not have prior year data, prior year reading scores will be used.

For iStation data, growth will be measured by class and by teacher using the September iStation report as the baseline for progress monitoring. For MAP data, beginning of year (BOY) data will serve as the baseline, and analysis will be conducted at middle of year (MOY) and end of year (EOY).

Finally, coaching visits will replace formal walkthroughs, and coaching feedback will be given on the teachers' lesson plans by principals and interns to ensure that feedback is consistent and aligned between administrators. Furthermore, feedback will be analyzed along with assessment data to determine next steps to help teachers make adjustments in their instruction.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The following requirements will be expected of all administrative interns:

1. Administrative interns will attend all leadership team meetings for the year to ensure that they will be an active participant in all leadership trainings and meetings for the year.
2. Interns will also receive leadership coaching using the T-PESS instrument as the guiding document behind their learning.
3. Interns will participate in a book study of the book, "A Leader's Guide to Excellence in Every Classroom" by John Wink.
4. Interns will be expected to meet with supervising principals weekly to plan for the following week's activities, campus communication, and any other activities that require leadership.
5. Interns will be expected to conduct weekly coaching visits for teachers who are identified as low performing in student growth.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

1. District will advertise the grant program to all district employees.
2. District will advertise the benefits of the grant including time built into the intern's day to accomplish leadership tasks.
3. Applications for the intern positions will be expected to complete a resume and letter of interest detailing why leadership is essential to school improvement.
4. Interviews will be conducted by a committee with the same format and types of questions used to select and hire principals.
5. Interns will be selected based on the following criteria: student achievement data to determine impact as a teacher, evidence of impact as a teacher leader, and examples of their work in the area of professional development.
6. The diversity of the school is 85% white and 15% Hispanic, and efforts will be made to attract applicants who reflects these two ethnic groups.
7. Interns must be able to show evidence of receptiveness to coaching feedback through reference checks with supervising principals.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The LEA will work with University of North Texas. Their scope and sequence is a 30 semester hour program that includes the following subjects: EDAD 5300 Introduction to Educational Leadership, EDAD 5330 The Principalship, EDAD 5370 Leadership for Assessment, Accountability and Evaluation, EDAD 5390 Campus Level School Law and Human Resources, EDAD 5500 Internship, EDAD 5610 Communications and Public Relations, EDAD 5620 Leadership for Student Educational Services, EDAD 5640 School Finance, EDAD 5680 Leadership for K-12 Curriculum and Instruction and EDAD 5700 Practicum in Educational Leadership.

The program will require research of the leading education administration research, and the Instructional Coaching embedded in the program will use the following literature: National Institute for the Excellence in Teaching, The Fundamental 5 (Cain and Laird, 2011), and Leverage Leadership (Bambrick-Santoyo 2012)

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The IHE will measure students on 3 student learning objectives to drive the evaluation of the program and allow for continuous improvement for students. Students will be expected to demonstrate understanding of educational leadership skills, demonstrate performance based leadership skills and demonstrate knowledge of Texas principal competencies. These competencies will be evaluated through student work and under the supervision of a current campus administrator and university advisor.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities
☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. College Tuition for Principal Intern	30,000
2. Funds for Textbooks in Ed Ad classes for Principal Interns	6,000
3. Funds for Technology for Principals Interns	3,000
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Total grant award requested 39,000

Blue Ridge ISD

Principal Preparation Grant

The following individuals have agreed to serve as peer reviewers for our grant application:

1. Dr. Roosevelt Nivens, roosevelt.nivens@communityisd.org, 972-843-8400
2. Dr. Brian Morris, morris.brian@columbusisd.org, 979-732-5704
3. Brad Connelly, connellyb@celesteisd.org, 903-568-4825

University of North Texas at Dallas
Spring 2018
SYLLABUS

EDAD 5620-001			
EDAD 5620D.020: Leadership for Student Educational Services 3Hrs			
Department of	Educational Leadership	Division of	Emerging Teacher Institute
Instructor Name:	Dr. Eric Creeger		
Email Address:	Eric.creeger@untdallas.edu		
Phone:	214-338-1815		
Classroom Location:	Dallas 1, Room 252		
Class Meeting Days & Times:	Wed 5:30-8:20 (January 17-May 9)		
Course Catalog Description:	Designed to investigate the values, theoretical bases, best practices and challenges for leaders who administer student educational services at the school or district levels. Provides a review of federal laws, rules, regulations and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. Emphasis on students who are educationally disadvantaged because of poverty, language differences, disabilities, interests and academic performance or lack thereof.		
Required Text:	Capper, C. & Frattura, E. (2009). <i>The Meeting the Needs of Students of All Abilities</i> , 2 nd Ed. Thousand Oaks, CA: Corwin Press		
Recommended Text and References:	<p>Pankake, A, Littleton, M, & Schroth, G (2012) <i>The Administration and Supervision of Special Programs in Education</i>, 2nd Ed.: Kendall/Hunt Pub Co</p> <p>Villegas, A & Lucas, T (2002). <i>Educating Culturally Responsive Teachers</i>. Albany, NY.: SUNY Press</p> <p>American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association</i> (6 th Ed.). Washington, D.C.: Author. Other materials provided by instructor and in Blackboard</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625 web: http://www.unt.edu/unt-dallas/library.htm Syllabus EDAD 5300D: Introduction to Educational Leadership (AEL) UNT Dallas Bookstore: Location: 7300 University Hills Blvd., Dallas, TX 75241 Building 1 (north side of campus) First Floor Phone: 972-780-3652 Fax: 972-780-3689 Email: 1012mgr@fhcg.follett.com Website: unt-dallas.bkstr.com Texas Education Agency Website</p>		

Course Goals or Overview:

The goals of this course provide the students an opportunity to learn and fully embrace the following key theoretical and practical concepts, beliefs and initiatives. They are as follows:

- Learn how the brain learns, retains, and processes information.
- Examine best practices of instruction.
- Review and understand various instructional rubrics.
- Understand the role of the principal in instructional leadership.
- Research the role of the principal in the management of campus curriculum.
- Examine best practices for walkthrough evaluations.
- Examine best practices for lesson planning.
- Examine and understand the connection between organizational culture and learning.
- Understand how to develop, implement, and monitor effective campus learning strategies that reflect data analysis.
- Learn how to significantly increase all students' academic effort.
- Understand how to build trust in professional learning communities and school-wide.
- Learn how to become an effective instructional coach.
- Develop a course of study and degree/certification plan.
- Develop and demonstrate academic scholarship knowledge and skills for successful graduate study.

Learning Objectives/Outcomes

The goals of this course provide the students an opportunity to learn and fully embrace the following key theoretical and practical concepts, beliefs and initiatives. They are as follows:

The school administrator understands how to...

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery
- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

The Code of Ethics and Standard Practices for Texas Educators:

- apply knowledge of ethical issues affecting education.
- articulate the importance of education in a free democratic society.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Recommended Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class or online. This course is designed for the student to work at their own pace.

Date	Topic	Suggested Readings	Assignments Due
July 17-21, 2017	Module 1.0: How the Brain Learns	Jensen: Ch. 1,2,3,4,8,10,11	Brain Quiz
July 24-28, 2017	Module 2.1: The Art and Science of Teaching	Marzano: Ch. 1-10	Essay
July 31- Aug. 4, 2017	Module 2.2: Teacher Evaluation and Best Practice	Marzano: Ch. 1-10, NIET Rubric, Big 6 Rubric	Teacher Evaluations
Aug. 7-11, 2017	Module 3.0: The Fundamental 5	Cain: 2,3,4,5,6,7	Infographic, Professional Development Proposal, Fundamental 5 Lesson Plan
Aug. 14-18, 2017	Module 4.0: Principal's Guide to Curriculum	Sorenson: Ch. 1-10	Jigsaw Assignment

Course Evaluation Methods:

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. All assignments will be due at the end of the course on **August 18, 2017 at 11:59 pm**.

Attendance and Discussion:

During face-to-face and online, students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include class discussions, lectures, online, group discussions, final exam and oral presentations.

Brain Quiz:

At the conclusion of Module 1.0, complete the brain quiz at the end of the web page. Students will only have one attempt at the quiz. Be sure to use all the links and videos included on the page.

Essay:

After you review the 10 questions posed in the Art of Science and Teaching framework, choose 2 questions that you believe are essential for instructional leaders to use as they develop the instructional model and strategy for their campus. Write a 800 word essay that illustrates your position. Use the textbook, videos, and Internet resources to support your position.

Teacher Evaluations:

Module 2.2 gives you an opportunity to review a series of videos of various teachers and their instruction. Using either the NIET Rubric or the Big 6 Rubric (pay close attention to which is necessary for the video), evaluate the teacher and submit your scores on the web link provided. Instructions for the evaluations are included in the module.

Fundamental 5 Lesson Plan:

After reading The Fundamental 5 (F5), write a lesson plan (any content or subject of your choosing) incorporating the F5 into the lesson construct. Be sure to indicate on the plan where and how you will use the 5 strategies in your lesson. Note: make this easy on yourself and use a lesson plan that you have already written and improve it with the F5.

Infographic:

Create an Infographic of the Fundamental 5. Think of the Infographic as a poster or advertisement you would hang in classrooms on your campus.

Professional Development Proposal:

Write a staff development plan describing how you would introduce and train your teachers on the F5. Feel free to use the textbook, Sean Cain's Twitter feeds, and the LYS Blog as tools to develop your plan. *Hint:* wouldn't it be great if you conducted the staff development on the Fundamental 5 using the Fundamental 5?

Jigsaw Assignment:

Each student will be responsible for 2 assigned chapters in the Sorenson book. Students should read and take notes on each chapter and then provide a power point or Prezi on the content you learned. These presentations will be shared with the class.

Course Grading:

Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required.

General criteria for evaluating student work are:

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice: Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge.

Assignments	G
Attendance and Discussion	15%
Essays	15%
Teacher Evaluations	25%
Fundamental 5 Infographic	15%
Professional Development Proposal	10%
Curriculum Jigsaw Assignment	15%
Brain Quiz	10%
Fundamental 5 Lesson Plan	5%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation: The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material

and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated.

Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.h

University of North Texas at Dallas
EDAD 5700D.020
EDUCATIONAL ADMINISTRATION PRACTICUM
Course Syllabus, Fall, 2016

DOUGLAS W. SHOUSE, ED.D.

Office 291B

Office Phone (972) 338-1335

E-Mail: douglas.shouse@unt.edu

Office hours: Monday: 1:30-5:30pm
Tuesday: 1:30-5:30pm
Wednesday 1:30-5:30 pm

Classroom 252 Bldg 1 Monday Class 5:30-8:20

This course is the final course for students in the Educational Administration Program Area. During 7 class meetings, students review and analyze fundamental issues in the educational administration competency areas, discuss current trends and pressures influencing changes in the field, and address knowledge and skills needed by the student to be prepared for an administrative career. A minimum of 125 contact hours will be spent in the field working with a site or central office administrator on an action research project and other identified administrative projects/tasks. The Administrative Portfolio will be prepared and presented, the TExES test will be practiced, and students will review interviewing skills.

OBJECTIVES

1. The student will review and assess her/his professional knowledge, skills, and capacities in the educational administration field. Competency # 001.
2. The student will demonstrate the ability to conduct/study applicable research in educational administration and related fields. Competency #007.
3. The student will work with a variety of scenarios of situations faced by the site administrator, will demonstrate leadership capacity, and will make informed decisions. Competencies #002, #003, #007.
4. The student will demonstrate an understanding of the liaison and leadership functions of a building administrator within an administrative hierarchy. Competency #005.
5. The student will develop a portfolio in preparation for interviewing and for a comprehensive job search. Competency #006.
6. The student will discuss interviews in preparation for employment interviews. Competency #006.
7. The student will review a variety of material in preparation for current testing procedures to attain appropriate certification for the State of Texas.
8. The student will demonstrate proficiency in computer and media applications. Competency #008.
9. The student will review and analyze the Texas accountability system including the Academic Excellence Indicator System and the school report card. Competency #004, #005.

RESOURCES

Sagor, R. (2000). *Guiding School Improvement through Action Research*. Alexandria, VA: Association of Supervision and Curriculum Development.
Texas Education Agency. TExES Preparation Manual- www.excet.nesinc.com
Brown, G., & Irby, B. (2001). *The Principal Portfolio*. Thousand Oaks, CA: C (Optional)

Tk20

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. Specific assigned assignments must be uploaded into the Tk20 system for instructors to assess.

Course Evaluations

The Course Evaluation is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students as I work to continually improve my teaching. I consider the Course Evaluation to be an important part of your participation in this class.

ASSESSMENT

The assessment of the student's success in this course will be guided by the following expectations: informed and high quality participation in all classes, timely completion of individual assignments, and appropriate contributions and participation in group assignments. Satisfactory completion of a minimum of 125 hours of field work is a requirement. **The student is expected to attend all class sessions and arrive on time.** The grading scale is:

90-100=	A
80-89=	B
70-79=	C
Below 69=	F

Classroom Format

We will meet 7 times during the Fall semester. During the class, we will discuss action research, the TExES exam, your projects, interviewing, and your professional portfolio. Students will be expected to come to class prepared to discuss the assigned lessons. **All cell phones must be turned off and put away. Laptops should not be up and running unless approved by the professor. No children are allowed in class during the class period by university policy. Cell phones and laptops activated in class will result in a reduction of points.**

Attendance and participation

All 7 classes must be attended to receive full credit for the course. If you have a conflict, you must notify the instructor in advance of the class. Absences will result in lost points.

Leadership Statements

Personal and Educational Philosophies, Vision, Mission, and Resume **5%**

Development of these documents for use in the portfolio.

E-Mail to instructor for feedback by Friday, September 23rd. (Optional)

These are required documents for your portfolio.

Action Research - Chapter Questions and Reflection **10%**

Read the chapters and corresponding questions listed on the handout. *Present a part of the book with your group to the class.* Be prepared to discuss the book with colleagues and instructor. From this information design and implement a major Action Research project with teachers/administrators at your site. This project will include the 7 steps of the Sagor book.

Action Research Paper **20%**

In addition to the three field projects, a fourth project will be determined. It will be of significant

importance and it will be designed around action research. It will be part of the time log and part of the 125 hours of required site based activities. You will be required to prepare a power point presentation to be given to the class at the designated time in the course schedule. You will also write a research paper that will cover the action research project and be written in complete APA format.

Your action research paper will be your written expression of your action research project. The paper should be 8-15 pages, double spaced, 12 Times Roman font, with one inch margins, and with APA format. A title page and reference page should be included, BUT they will NOT be counted toward the 8-15 page expectation. Your paper should include why you chose your action research project, how it will impact student success, how it will impact your school, and how you will measure/evaluate that success.

A 10 minute power point presentation will be required. Because you will not be at the end of the action research project when you present your PP, include what you have accomplished up to the designated due date. Rubric attached.

The website below is an excellent resource for APA guidelines.
<http://owl.english.purdue.edu/owl/resource/560/01/>

Accountability System Report/School Report Card

5%

The class members will interview their principal regarding the State Accountability System (see handout), analyze their schools' Academic Excellence Indicator System reports, Snapshots, and school report cards, and discuss their findings with the large group. The interview should be designed to assist you with a better understanding of state accountability and you measure the understanding of the person being interviewed.

TE \times ES Preparation

5%

Download the Preparation Booklet, read, complete the test, and score the test. It can be found on the TEA website. Look for the TExES Preparation Manual, Principal 068. In class be prepared to discuss the competencies and questions. We will also take a released test in class.

Major Site-Based Projects

These 3 field projects should be identified and agreed upon by you, your principal, and the University instructor. They should be substantial projects and could include the following: data gathering and analysis, collaborative projects with colleagues, preparation of campus or district reports, curriculum development, budget determination and preparation, facility construction oversight, staff development presentation, school board presentation, web page development, or other project that would require significant responsibility on your part. You will document each project completely.

At the site visit an Action Plan Agreement Form will be signed by all, duplicated and filed. This plan describes the major projects, how the projects will be reported/demonstrated, and how the 125 hours will be allocated. This is an agreement among the student, the site administrator, and the university instructor. It ensures you will have the support, resources and time to complete your 125 hours. **E-mail draft copy to instructor prior to site visit. All site visits must be completed as soon as possible but no later than September 23rd.**

Each project should be related to the state competencies and could be included in the Portfolio.

The Practicum student will E-mail the instructor a status report on each of the projects every other week on Fridays beginning September 30th . Dates for the remaining status reports are:
Oct. 14th, Oct. 28th, Nov. 11th.

30%

Portfolio Presentation

Prepare and present your administrative portfolio (10 minutes). The portfolio should be of significant quality that it could be presented in a formal interview. Organize the portfolio using the three State Domains and nine Competencies. Each competency should be summarized and at least two artifacts should be included that demonstrates the competency. **This is the portfolio that you will upload into tk20.** 25%

Your portfolio should include the following:

1. Introductory Material

- *Title Page*
- *Table of Contents*
- *Introductory Letter*
- *Resume or Vita*
- *Letters of Reference*
- *Professional Certifications*
- *Awards*

2. Leadership Framework (philosophies, school vision and mission)

3. Domains and Competencies. *Summary of competency. Description and documentation (artifacts) of your skills and knowledge in the Texas Domains and Competencies. Be sure to explain how your artifact is a representation of the competency, and what your involvement is in the artifact.*

Interviewing Skills and Interviews

Review information provided by instructor and prepare for both conducting interviews and being interviewed for a school administrative position

UNT POLICY STATEMENTS

SAFETY IN INSTRUCTIONAL ACTIVITIES

This class is a level one class as defined by the University Safety Policy and does not expose students to significant hazards or likelihood of suffering bodily injury.

COMPLIANCE WITH AMERICANS WITH DISABILITIES ACT

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 104-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The designated liaison for the Department of Teacher Education and Administration is Dr. Kaaren Day, Matthews Hall 218. Her telephone number is (940) 565-2941. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

If you have a disability, you may want to consult with the UNT Office of Disability Accommodation (565-4323). That office will document your disability and provide you with a variety of services. It is your responsibility to notify the instructor of any disabling conditions which will require modification at the beginning of class so that appropriate accommodations can be made.

STUDENT E-MAIL ACCOUNTS

"All students should activate and regularly check their Eagle mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another email address, visit <https://eaglemail.unt.edu>"

CHEATING AND PLAGIARISM

Cheating and plagiarism are types of disciplinary misconduct for which penalties are assessed under the UNT Code of Student Conduct and Discipline:

... Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work another as one's own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing scholastic dishonesty. (*UNT Faculty Handbook*, Section III/Page 5.)

See the *Student Guidebook* or the *UNT Policy Manual*, Volume III, #18.1.11 for the complete policy.

CLASS SCHEDULE

SESSION	DATE	TOPIC	SLO
1	8/22	-Introductions, Syllabus, Roll Sheet -State Domains and Competencies -Code of Ethics -Philosophy, Vision, and Mission; Resume E-Mail to instructor by 9/23/16 * Action Research Book Information and group assignments	1-9
2	TBA 9/12	Site Visits Prior to 2/19/16 Action Plan formalized at meeting. -Action Research Book-Parts I, II -Action Research Book-Parts III, IV -TExES Preparation -Complete Test and discuss. *Site based project updates	1-9 1,2,3,4, 7 & 8
3	9/19	-TExES Practice Test	1,2 & 3
4	10/10	- School Report Cards -Interview Questions and Discussion -Discuss Practice test with results	1- 9
5	11/14	-Portfolio Presentations (10 minutes)	5
6	11/28	-Field Projects Report-Executive summary written on all three projects. Power point presentation on two of the three.	1,2,3,4,7, & 8
7	12/5	-Action Research Project Report- 10 minutes power point and written paper for instructor	1,2,3,4, & 8

University of North Texas at Dallas
Spring 2017
SYLLABUS

EDAD 5390 Campus Level School Law			
3 HRS			
Department of	Education	School of	Educational Leadership
Instructor Name:	Dr. Jerry Burkett		
Office Location:	Dal 1, 301D		
Office Phone:	972-338-1815		
Email Address:	Jerry.burkett@untdallas.edu		
Office Hours:	Mon-Thur: 12:00-5:00; Fri: By appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	Dal1, 208		
Class Meeting Days & Times:	Mondays, 5:30-8:20		
Course Catalog Description:	A study of philosophical foundations and principals of school law and management of school personnel.		
Prerequisites:			
Co-requisites:			
Required Text:	<p>Sorenson, R. and Goldsmith, L. (2009) <u>The Principal's Guide to Managing School Personnel</u>, Corwin Press: Thousand Oaks, California.</p> <p>Walsh, J., Kemerer, F., and Maniotis, L. (2014) <u>The Educator's Guide to Texas School Law</u>, Eighth Ed., Univ. of Texas Press: Austin.</p>		
Recommended Text and References:			
Access to Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Course Goals or Overview: The goals of this course are as follows -			
Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives)At the end of this course, students will be able to:			
1	Develop skills for researching legal issues related to the public schools.		
2	Read and comprehend federal and state court cases.		
3	Analyze and discuss legal concepts related to the public schools.		
4	Apply legal concepts to the public school setting.		
5	Critically analyze public school activities for compliance with public school laws		
6	Discuss the system of public school governance and its relation to the levels of courts.		
7	Demonstrate knowledge of students' and teachers' rights guaranteed by the First, Fourth, and Fourteenth Amendments.		

Course Outline

(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Date	Class Topics	Chapters/Readings	Assignment Due
	School Law Overview		
January 23, 2017	Introductions, Welcome, Course Overview, Requirements,	Walsh, Ch. 1	None
January 30, 2017	Online Class: Discussion Question	Article	Class Discussion
February 6, 2017	1 st Amendment, Government roles	Walsh, Ch. 1	Current Events Discussion #1
February 13, 2017	School Board Authority, School Funding, School Structure	Walsh, Ch. 1	Journal #1
	Student and Campus Issues		
February 20, 2017	Student Rights, Safety, and Discipline	Walsh, Ch. 2, 8, 10	
February 27, 2017	Attendance Law, Instructional Programs	Walsh, Ch. 2	
March 6, 2017	Lawsuit Presentations	None	Current Events Discussion #2 Student Presentations
March 13, 2017	Spring Break		
	School Personnel		
March 20, 2017	Legal Background, Planning, Staffing, Recruitment, Selection, Hiring Process, Job Descriptions	Walsh, Ch. 4, 5; Sorenson, Ch. 6	Journal #2
March 27, 2017	Compensation, Benefits, Contracts, Unions, Professional Organizations	Walsh, Ch. 4, 5, 6	
April 3, 2017	Grievances, Discrimination, Harassment, EEOC, Staff Development, Mentoring	Walsh, Ch. 5; Sorenson, Ch. 5, 8	
April 10, 2017	School Personnel and the Principalship	Sorenson, Ch. 2, 3	Current Events #3 Student Presentations
April 17, 2017	School Personnel and Communication	Sorenson, Ch. 4	Journal #3 Student Presentations
April 24, 2017	School Personnel and Relationships, Conflict Resolution	Sorenson, Ch. 5	Student Presentations
	Special Programs and Populations in Schools		
May 1, 2017	Special Education	Walsh, Ch. 3	
May 8, 2017	Private, Charter, Home Schools, Religion in Schools, Privacy	Walsh, Ch. 1, 7, 9	Current Events #4 Student Presentations
May 15, 2017	Landmark Federal Cases	Walsh, Ch. 1	Journal #4
May 22, 2017	Comprehensive Final Exam		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams: - written tests designed to measure knowledge of presented course material

Assignments: - written assignments designed to supplement and reinforce course material (Insert rubric into the syllabus)

Revised April 2016 supersedes all previous versions

Projects: - assignments designed to measure ability to apply presented course material (Insert rubric into the syllabus)

Assignment	Point Values
Class Discussions	50
Current Events Discussion	100
Student Presentations	100
Lawsuit Presentations	100
Philosophy of Supervision/Management Paper	150
School District Human Resources Website Evaluation	200
Final Exam (Comprehensive Final)	300
Total	1000

Grade Determination

A = 400 – 360 pts; i.e.90% or better

B = 320 – 359 pts; i.e.80 – 89 %

C = 280 – 319 pts; i.e.70 – 79 %

D = 240 – 279 pts, i.e.60 – 69 %

F = 239 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNT Policy 7.004)

CoursEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Discuss any special instructions relating to exams-sample given): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at [http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at

http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untdallas.edu/police/resources/notifications>

Attendance and Participation Policy: (*Discuss your attendance and participation policy.*)

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untdallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

UNT DALLAS University of North Texas at Dallas

Spring 2015 - SYLLABUS

EDAD 5680: Leadership of the K-12 Curriculum 3Hrs

Department of Education & Human Sciences		Division of Educational Administration	
Instructor Name:		Dr. Douglas Shouse	
Office Location:		TBA	
Office Phone:		972-338-1335	
Email Address:		douglas.shouse@untDallas.edu	
Office Hours:		TBA	
Virtual Office Hours:		Emails received by 4 p.m. will receive a response by 8:00 p.m. the following day. Phone calls/texts to 214-808-5407 (mobile) are welcome between 9 a.m. and 9 p.m. daily and replies can be expected within no more than 24 hours.	
Classroom Location:		Rm 244	
Class Meeting Days & Times:		Wednesday 5:30-8:20	
Course Catalog Description:		Examines the interaction among curriculum, instruction and assessment at site, district and national levels. Theoretical knowledge as well as site and district based curricular projects are included. The student develops an understanding of the critical importance of research based yet practical curriculum alignment and coordinated planning in school reform and improvement.	
Prerequisites:		EDAD 5300, EDAD 5330, EDAD 5360, and EDAD 5390	
Co-requisites:			
Required Text:		Sorenson, R.D., Goldsmith, L.M., Mendez, Z.Y., & Maxwell, K.T. (2011). <i>The principal's guide to curriculum leadership</i> . Thousand Oaks, CA: Corwin Press.	
Recommended Text and References:		American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association</i> (6 th Ed.). Washington, D.C.: Author. Burgess, D. (2012). <i>Teach like a pirate</i> . San Diego, CA: Dave Burgess Consulting. Lemov, D. & Atkins, N. (2010). <i>Teach like a champion</i> . San Francisco, CA: John Wiley & Sons Inc. Clark, R. (2012). <i>The end of molasses classes: Getting our kids unstuck</i> . New York, NY: Touchstone: Division of Simon and Schuster, Inc. Other materials provided by instructor.	
Access to Learning Resources:		UNT Dallas Library: Phone: 972-338-1616 Website: http://www.untDallas.edu/our-campus/library UNT Dallas Bookstore: <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241 Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> 1012mgr@fhcg.follett.com <u>Website:</u> untDallas.bkstr.com	

Texas Education Agency Website <http://www.tea.state.tx.us/> ;
 Other ONLINE resources (TBA)
 TK20 [http:// www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20) (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.)
 Blackboard Learn <https://learn.unt.edu>

Course Goals or Overview:

- The goals of this course provide the student an opportunity to...
1. Develop an understanding of curriculum philosophies and theory;
 2. Analyze curriculum development modes;
 3. Study effective instruction and closing achievement gaps as pertaining to diverse groups of students;
 4. Examine the process of curriculum alignment at the school and district levels;
 5. Recognize and utilize TEKS in planning and implementation of quality curriculum;
 6. Link standards and instruction with performance-based assessments;
 7. Examine curriculum integration, interdisciplinary curriculum, and monitoring issues; examine the Curriculum Management Audit process; and
 8. Determine roles and responsibilities in curriculum management.

Learning Objectives/Outcomes: At the conclusion of this course, the student will be able to...

1	Analyze current curriculum or instructional issues and trends that impact the curriculum in American PK-12 schools. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]
2	Define and demonstrate examples of the following key terms applicable in the design and delivery of school curricula: curriculum, core curriculum, integrated/interdisciplinary curriculum, thematic curriculum, alignment, balance, assessment, formative assessment, performance-based assessment, needs assessment, evaluation, standards, benchmarks, spiral curriculum, hidden curriculum, curriculum validation, curriculum mapping, standardized and criterion-referenced tests. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]
3	Compare and contrast the role of various assessments (standardized, criterion, formative, alternative) in evaluation of student progress and school programs. [Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]
4	Coordinate and monitor the role and responsibilities of the curriculum leader in the design/development of the curriculum and implementation of rules and regulations that guide curriculum decisions. [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
5	Interpret the Curriculum Management Audit process using a subject area or program area. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
6	Explain and implement a process of professional development in instructional strategies that are aligned to the district curriculum. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
7	Compare and contrast the educational philosophies and school organizations that give structure to programming in the early childhood/elementary, middle, and secondary school curriculum and co-curriculum. [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

The activities and assessments in this course are designed to align with and support the candidates' development of the following competencies and skills:

Domain I: School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Model and promote the continuous and appropriate development of all learners in the campus community

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts
- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

Domain III: Administrative Leadership

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Reflective Practice	Aware of personal perspectives and biases Values diversity Acts in a supportive manner that recognizes feelings of other cultural groups	Uses data (Internal and External/Research) to guide school improvement Effectively organizes and analyzes information Anticipates challenges for problem solving Integrates & acts upon new information Connects relevant experience and academic knowledge Adapts and applies learned skills, theories, or methodologies to new situations Models and promotes the continuous and appropriate development of all learners	Attends to legal & policy trends & requirements Considers broad potential impact of decisions Holds self and others accountable Shows evidence of an inclusive classroom/school Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).	Aware of how he/she is perceived by others & adjusts accordingly Articulates values and beliefs Demonstrates resilience & flexibility Identifies professional and personal strengths & weaknesses Compares progress with planned milestones Shows an awareness of one's own ethics, personality, and presence Evaluates different ethical perspectives Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning	Uses data to analyze student learning results & plan CIA initiatives Reflects on data to inform curriculum and instructional leadership decisions Actively assesses instructional quality and demonstrates excellence in delivering instruction Utilizes action research to examine teaching and learning

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Entrepreneurial Innovative Vision	<p>Actively seeks cultural diversity</p> <p>Articulates a vision of inclusion & equity</p> <p>All inclusive vision</p> <p>Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures</p> <p>Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities</p> <p>Seeks and responds to feedback</p> <p>Results oriented</p> <p>Willing to take calculated risks in order to improve</p> <p>Embraces contradictions in problem solving</p> <p>Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all students & staff</p> <p>Articulates & demonstrates equity</p> <p>Articulates an all-inclusive vision framed by emancipatory leadership</p> <p>Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students</p> <p>Ensures access to all school services (i.e. Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details & the bigger picture</p> <p>Shows a balance between confidence & humility</p> <p>Sets challenging goals & takes initiative</p> <p>Has a history of personal success & excellence in achievement</p> <p>Drive to achieve results/success</p> <p>Models culturally responsive and emancipatory leadership</p> <p>Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome</p> <p>Knowledge and skill in what is necessary to achieve high levels of student learning</p> <p>Sets high expectations for all students</p> <p>Develops and communicates a vision that includes the need for urgent change</p> <p>Measures excellence in academic curriculum through multiple modalities</p> <p>Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary)</p> <p>Leads improvement in literacy and numeracy for all students</p> <p>Facilitates engagement of all students</p>

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Communication	<p>Language (oral & written) is free of cultural bias</p> <p>Active & Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multilingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully 'sells' the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language & actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models & encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, & respectful relationships</p> <p>Demonstrates honesty & integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage & increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Technology & Other Resources	Creates open access through a variety of technology portals Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)	Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence) Accesses current research and databases Uses technology for data analysis Stays current and updated in technology advancements (hardware and software) Evaluates information and sources critically	Actively ensures access to technology for all students & families Matches technology expectations to students' specific resources and/or community resources Bridges technology gaps for students by acquiring technologies in the school Coordinates with community resources to provide access outside the school Effectively secures & manages resources to ensure access to all students and families	Understands & models appropriate/effective use of social networking tools and other technologies Socially responsible with technology (email content; text content; internet usage) Secures necessary resources through grant writing, advocacy, and effective management Uses public resources and funds appropriately and effectively	Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives) Uses technology to access and analyze achievement data Utilizes technologies to engage all stakeholders in learning

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	Prek-12 Student Learning
Collaboration/ Team Building	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in & facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness & achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts & recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds & sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Class Dates			
Jan. 20	Intro and Assignments	Class Meets	
Jan. 27	Common Core	On-Line	Assignments due Feb. 3 rd
Feb. 3	Curriculum Road Map	On-Line	Assignments due Feb. 17 th
Feb. 10	Curriculum Road Map	On-Line	Assignments due Feb. 17 th
Feb. 17	Curriculum Road Map	Class Meets	Bring Curriculum Road Map Assignments to this class
Feb. 24	Instructional Leadership	On-Line	Instructional Leadership Response due March 1 st
March 2	Instructional Leadership	Class Meets	Bring TPC Interview Document to this class
March 9	Instructional Leadership	On-Line	Assignments due March 22 nd
March 16	Spring Break		
March 23	Assessing the Curriculum	On-Line	Student Data Tracking due March 29 th
March 30	Assessing the Curriculum	Class Meets	Bring Assessment Article Response Documents to this class
April 6	Professional Learning Communities	On-Line	Assignment due April 12 th
April 13	PLC Video Assignment	On-Line	Assignment due April 25 th
April 20	Curriculum Audit	On-Line	Assignments due April 25 th
April 27	Best Practices Presentation (3)	Class Meets	
May 4	Best Practices Presentation (2)	Class Meets	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Instrument	Points	Learning Objectives
Common Core <ul style="list-style-type: none"> ➤ Non-Fiction Graphic Organizers ➤ Compare/Contrast Organizer 	55	Learning Objective #1 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
Curriculum Road Map <ul style="list-style-type: none"> ➤ Vocabulary Word Maps (6 pts.) ➤ Tree Charts (48 pts. = 24 pts. each) ➤ Nonfiction Summary (12 pts) ➤ Curriculum Comparison Chart (14 pts.) 	80	Learning Objective #1 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> Learning Objective #2 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
Instructional Leadership <ul style="list-style-type: none"> ➤ TPC Principal Interviews (40 pts. = 20 pts. each) ➤ Curriculum Calibrations (40 pts. = 20 pts. each) 	80	Learning Objective #2 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> Learning Objective #4 <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004]</i>

		004; Competency 005; Competency 006; Competency 007; Competency 008] Learning Objective #5 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008] Learning Objective #7 [Aligns with Texas Principal Certificate Standards; Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]
Assessing the Curriculum ➤ Three Assessment Article Responses (45 pts. = 15 pts. each) ➤ Student Data Tracking Frayer Model (15 pts.)	60	Learning Objective #2 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007] Learning Objective #3 [Aligns with Texas Principal Certificate Standards; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]
Curriculum Audit ➤ The Edge Questions (20 pts.) ➤ Policy Comparison (20 pts.)	40	Learning Objective #5 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
Professional Learning Communities ➤ PLC Group Activity	60	Learning Objective #2 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007] Learning Objective #6 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
PLC Book Review	125	Learning Objective #6 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
PLC Video	100	Learning Objective #1 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007] Learning Objective #6 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]
Best Practice Project	300	Learning Objective #2 [Aligns with Texas Principal Certificate Standards; Competency 004; Competency 005; Competency 006; Competency 007]

		Learning Objective #6 <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
Class Participation	100	
TOTAL	1000	

Best Practices in Teaching – You and a partner will assume the role of campus leaders in charge of professional development for the faculty. You are assigned to facilitate the learning of the staff on a research-based strategy, technique, or approach. Your presentation should include the following:

- **Professional Development Plan:** A plan that outlines the ongoing professional development activities related to the implementation of the strategy, technique, or approach selected. This plan should encompass all of the professional development activities from introduction to full implementation. The plan should reflect best practices for adult learning and research on effective professional development. A professional development plan template and an example have been provided in Blackboard. Students should include a minimum of 6 different activities in their plan.
- **Written Report:** Detailed overview of the strategy/technique/approach with citation (APA style formatting) to the sources used. Minimum 1 page and 3 resources must be provided and copies **MUST** be provided to the entire class (paper or electronic prior to session.)
- **Practical Classroom application:** You will deliver one session from your PD plan to demonstrate the strategy for your cohort.
Actively engage your audience using adult learning strategies for a 45 minute session.
- **Include additional resources and examples:** Create a reference list in APA style to be shared with classmates.

The goal is **not** just to **explain** the strategy but, rather, to **model** the technique during your session by actively engaging the audience in the learning experience. This will provide participants with an understanding of **how to apply the research-based approach** in order to effectively deliver the curriculum or assess instruction. Partners and topics will be determined collaboratively with the instructor. Only one group will be permitted to present on a particular topic. Websites that might be helpful to research and select topics are available in Blackboard. Additionally, resource materials may be checked out from the instructor's professional library. All written documentation is due when the facilitation session is scheduled. Presentation Dates: April 27th and May 4th

Professional Learning Community Book Study – A different book will be assigned to each professional learning community. Each student in the PLC is expected to read the book assigned and independently write a book review using the guide provided by the instructor. The book review should be posted on Black Board by **March 29th**.

The PLC group will create a 5 to 7 minute video which includes all members. The purpose is to highlight key concepts of the book and to provide enough information that the other groups can determine if in-depth study of the book would be of benefit to them. (*Note: Do not use videos or parts of videos already available from YouTube or the author's webpage.*) Videos need to be uploaded to YouTube and the link sent to the professor by **April 25th**.

On-Line Activities – A variety of activities will be assigned in order to prepare students for the face-to-face meetings. Students will be given points on tasks completed based on quality of work.

• Common Core Standards	55 points
• Curriculum Road Map	80 points
• Learning Triangle and Leadership Standards	80 points
• Assessing the Curriculum	60 points
• Curriculum Audit	40 points
• Professional Learning Communities	60 points
<i>Total Points</i>	375 points

Class Participation – Regular attendance and active participation in class and on-line discussions are essential to the successful achievement of the course objectives. Due to the participative instructional focus, make-up of classes missed is not feasible. Students will deduct 50 participation/discussion points for each class session missed.

Assessment	Value
Best Practice Project	300
PLC Book Review	125
PLC Group Video	100
On-Line Assignments	375
Class Participation/Discussion	100
Total:	1000

Grade Determination:	
A = 900 – 1000 pts.	Exceeds Expectations
B = 800 – 899 pts.	Proficient
C = 700 – 799 pts.	Emerging
F = 699 pts. or below	Unacceptable

Universities Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to

inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dli/ccampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1/SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

University of North Texas at Dallas

Fall 2017

SYLLABUS

E/DAD 53XX Leadership of Assessment, Accountability, and Evaluation

EDAD 53XX: Assess, Account, Eval 3 HRS

13.0604

Department of		Educational Leadership		School of		Education	
Instructor Name:		Jerry Burkett					
Office Location:		201P					
Office Phone:		972-338-1815					
Email Address:		Jerry.burkett@untdallas.edu					
Office Hours:							
Course Format/Structure:		100% Hybrid					
Classroom Location:							
Class Meeting Days & Times:							
Course Catalog Description:		This course addresses key standards, concepts, and skills related to student assessment, data analysis, campus and district evaluation, and various teacher evaluation systems. Students will explore the aspects of the Texas school accountability system and how key standards of assessment and evaluation apply to accountability and school ratings.					
Prerequisites:		None					
Co-requisites:		None					
Required Text:		Marzano, R. & Toth, M. (2013). Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement Nitko, A.J. & Brookhart, S. (2011). Educational assessment of students. Boston: Pearson.					
Recommended Text and References:		American Association of School Administrators. (1997). Competency standards in student assessment for educational administrators. Retrieved January 21, 2007 at: http://www.unl.edu/buros/bimm/html/article4.html American Psychological Association. (2002). Publication manual of the American Psychological Association. (5th Ed.). Washington, DC: Author. American Federation of Teachers, National Council on Measurement in Education & National Education Association. (1990). Standards for teacher competence in educational assessment of students. Retrieved January 21, 2007 at: http://www.unl.edu/buros/bimm/html/article3.html Bloom, B. S. (Ed.). (1956). Taxonomy of educational objectives, handbook I: Cognitive domain. New York McKay Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J.B. Baron and J. J. Sternsberg (Eds.) Teaching thinking skills: Theory and practice. New York: W. H. Freeman. Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development. Quellmalz, E. S. (1987). Developing reasoning skills. In J.B. Baron and J. J. Sternsberg (Eds.) Teaching thinking skills: Theory and practice. New York: W. H. Freeman.					
Access to Learning Resources:		UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com					

Course Goals or Overview: The goals of this course are as follows -	
Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives)At the end of this course, students will be able to:	
1	Apply basic principles of sound assessment practices for addressing specific educational needs.
2	Analyze various assessment methods appropriate for instructional decisions.
3	Analyze and interpret student assessment data to make campus instructional decisions.
4	Use assessment results in instructional planning, teaching, developing curriculum, and school improvement
5	Use various teacher evaluation instruments to coach teachers and improve instruction.
6	Analyze and monitor key components of the Texas school accountability system.
7	Analyze campus and district data to make instructional and personnel decisions.

Course Outline:

(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topics	Related SLO	Readings/Activities/Assignments
Class 1	Introduction of Assessments, Accountability, and Evaluation	1,2	
Class 2	The Basis for Assessment <ul style="list-style-type: none"> Decision making and using assessment Goals, Learning, and Targets of Instruction 	1,2,3,4	
Class 3	Types of Assessments <ul style="list-style-type: none"> Formative assessments, Summative assessments, and Self-assessments 	1,2,3,4	
Class 4	Using Classroom Assessments <ul style="list-style-type: none"> Planning and Integrating Assessments and Instruction Diagnostic and Formative Assessments 	1,2,3,4	
Class 5	Using Classroom Assessments <ul style="list-style-type: none"> Performance and Portfolios Preparing students for assessment Grading and student progress Apply assessment strategies to instruction. 	1,2,3,4,6	
Class 6	Data Analysis <ul style="list-style-type: none"> Campus and District Data Auxiliary Data 	3,5,6,7	
Class 7	Interpreting Standardized Tests	3,6	
Class 8	Teacher Evaluation Systems <ul style="list-style-type: none"> T-Tess and T-Pess NIET Danielson 	5,6,7	
Class 9	Teacher Evaluation and Student Growth	5,6,7	
Class 10	Classroom skills, supporting teacher growth, coaching and mentoring	5,7	
Class 11	State and National Accountability TAPR Reporting ESSA Reports	3,6	
Class 12	Interpreting Campus Performance Demographic performance Level I and Level II	2,3,6	

Class 13	Student Growth Measurement	2,3,6	
Class 14	Performance Index Accountability Standards	2,3,6	
Class 15	Community and Student Engagement Fiscal Integrity and Accountability	6,7	
Class 16			

Course Evaluation Methods

Assignments: - *written assignments designed to supplement and reinforce course material (Insert rubric into the syllabus)*

Projects: - *assignments designed to measure ability to apply presented course material (Insert rubric into the syllabus)*

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Personal Philosophy Statement (10 %). This product includes an initial, amended, and final statement of your beliefs about the role, instructional value and ethics of educational assessment. This statement is not viewed to be incorrect, inappropriate, or judged for lack of prior knowledge about educational assessment. It represents where you are at the beginning of the course prior to study of the many facets of classroom assessment, and subsequent growth throughout the semester.

Assessment and Social Justice (15%). This paper is a review of two (2) articles related to some aspect of social justice in educational assessment and one of the topics of study you have found particularly of interest from this perspective. The paper should be no longer than 5-6 pages, double-spaced.

Campus Analysis Project (30%). Students will be given data from different campuses that have varying instructional needs. The goal of the project will be to interpret the student performance data and make instructional decisions to improve the campus. Students will write their rationale for improvement in a report and present their findings to the class.

Assessment Paper (25%). The assessment paper is the major project required for the course. The paper is expected to be a product that exhibits several critical dimensions in an area of assessment of personal/professional interest: a. Professional understanding of the principles, arguments, status or justifications for the assessment issues selected as the topic for the paper b. Integration of basic assessment concepts and principles with the issues that are the central focus of the paper (e.g., concepts of social justice, validity, learning theory, etc). c. Contemporary literary evidence such as from journals (text or e-journals), monographs, or books where at least three-fourths were published after 2005. d. Explicitly connected to personal or professional interests or goals 7 Specific guidelines will be posted on Blackboard.

Final Oral Presentation (20%). An executive summary will be distributed on the paper and accompanied by a maximum of 7 minute oral presentation on Exam Night. Class Participation and Attendance (5%) are essential. These elements of behavior will reflect the professional attitude implied in the course goals and will account for 5% of the course grade. If it is necessary to miss a class, you must notify me (preferably in advance) and you are responsible for completing all assignments and readings for the next class.

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to

implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Founders Hall, room 204. (UNT Policy 7.004)

CoursEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

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Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at [http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Attendance and Participation Policy: (*Discuss your attendance and participation policy.*)

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNT Policy 7.001)

University of North Texas at Dallas
Spring 2017
SYLLABUS

Course Abbreviation/Number/Title/Semester Hours			
EDAD 5640: School Resource Alignment for Student Achievement 3 HRS			
Department of		Educational Leadership	School of
			Education
Instructor Name:		Dr. Jerry Burkett	
Office Location:		Dal 1: 301D	
Office Phone:		972-338-1815	
Email Address:		Jerry.burkett@untdallas.edu	
Office Hours:		M/W: 1:00-4:00, T/TH: 12:00-4:00	
Course Format/Structure:		100% Face to Face only.	
Classroom Location:		TBD	
Class Meeting Days & Times:		Thursday, 5:30-8:20	
Course Catalog Description:			
Prerequisites:			
Co-requisites:			
Required Text:		Brimley, V., Verstegen, D., and Garfield, R. (2012). <i>Financing Education in a Climate of Change</i> , 12 th ed. Pearson: Boston. Texas Education Agency. <i>School Finance 101: Funding of Texas Public Schools</i> , Austin, TX., April 2010.	
Recommended Text and References:			
Access to Learning Resources:		UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com	
Course Goals or Overview: The goals of this course are as follows -			
Study of roles, responsibilities, systems and procedures in school business matters. Includes budgeting, taxation, and statutory programs for school support, fiscal management, business operations, and management of facilities, equipment, and real property.			
SBEC/TEXES Framework Domains: 1.8, 2.7, 3.2, 5.9, 6.3, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6			
Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives) At the end of this course, students will be able to:			
1	Understand the ethics of school finance and school financial practices.		
2	Discuss the historical picture of school funding from a national perspective		

3	Discuss the federal, state, and local levels of funding available to the public schools.
4	Discuss the funding schemes that are seen currently from a national perspective
5	Discuss the specifics of the Texas school finance picture including property taxes, appraisal district, Tier 1, 2 funding, basic allotment, district adjustments, program weights, and Chapter 41 options for property wealthy ISD's.
6	Develop an understanding of various lawsuits that have impacted school finance.
7	Develop an understanding of the issues surrounding equalization of resources
8	Develop a budgeting process that promotes collaboration and openness
9	Understand the campus and district level budgeting process including basic budget planning, budget codes, activity funds, and building a school budget.

Course Outline

(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Date	Class Topics	Chapters/Readings	Assignment Due
<i>Course Introduction/World and United States Perspectives on Education</i>			
January 19, 2017	Introductions, Course Overview, Requirements,	Ch. 1	None
January 26, 2017	<i>United States Education: Whose Responsibility is it?</i>	None	Class Discussion
<i>School Finance: National and Historical Perspective</i>			
February 2, 2017	History of Public Education/School Finance	Ch. 7	Student Presentation
February 9, 2017	Sources of Revenue	Ch. 5	Current Events Discussion #1 Student Presentation
February 16, 2017	Federal Interest in Education	Ch. 8	Student Presentation
February 23, 2017	<i>Adequacy vs. Equity: A Historical Debate</i>	Ch. 3, 4	Class Discussion Student Presentation
<i>Texas Public Education</i>			
March 2, 2017	History of Texas Public Education	None	Student Presentation
March 9, 2017	Texas Public Education Funding 101	TEA School Funding Handbook	Current Events Discussion #2
March 16, 2017	Spring Break		
March 23, 2017	Texas School Finance Lawsuits: An Overview	Ch. 9, TEA School Funding Handbook, Selected Handouts	Student Presentations
March 30, 2017	<i>Texas Public Education: Where are We Heading Next?</i>	None	Class Discussion
<i>District/Campus Level Budget and Finance</i>			

April 6, 2017	The Budget Process: Planning and Vision	Ch. 12	Student Presentations Interview Paper Due
April 13, 2017	District Budgeting Responsibilities	Ch. 11, 12, 14, 15	Student Presentations
April 20, 2017	<i>Local Control and Responsibilities: What is the Role of the Community School?</i>	Ch. 6, 14	Class Discussion Appraised Value Analysis
April 27, 2017	Campus Level Budgets and Planning	None	Current Events Discussion #3 Campus Budget Activity
Project and Final Exam			
May 4, 2017	Class Project Work (School Finance Lawsuits Synthesis)	None	None
May 9, 2017	School Finance Lawsuits Synthesis Due		
May 11, 2017	Comprehensive Final Exam		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams: - written tests designed to measure knowledge of presented course material

Assignments: - written assignments designed to supplement and reinforce course material (Insert rubric into the syllabus)

Projects: - assignments designed to measure ability to apply presented course material (Insert rubric into the syllabus)

Presentations: - assignments designed to measure a student's skill in teaching others learned content.

Grading Matrix:

Assignment	Point Values
Appraised Value Analysis	25
Campus Budget Activity	50
Class Discussions	100 (25 ea.)
Current Events Discussion	100
Topic Presentations	100
District-Level School Finance Interview Paper	150
School Finance Lawsuit Synthesis	200
Final Exam (Comprehensive Final)	300
Total	1000

Grade Determination

A= 1000-900; i.e.90% or better

B = 899-800; i.e. 80 – 89 %
C = 799-700; i.e. 70 – 79 %
D = 699-600; i.e. 60 – 69 %
F = 599 or below; i.e. less than 60%

University Policies and Procedures

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CourseEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

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Attendance and Participation Policy: *(Discuss your attendance and participation policy.)*

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University of North Texas at Dallas
Fall 2017
SYLLABUS

Course Abbreviation/Number/Title/Semester Hours				
EDAD 5610: Communications/Public Relations 3 HRS				
Department of		Educational Leadership	School of	Education
Instructor Name:		Dr. Monica G. Williams		
Office Location:		DAL1, Suite 344		
Office Phone:		972.338.1099		
Email Address:		monica.williams@untdallas.edu		
Office Hours:		Tuesdays 4:00 p.m. – 5:15 p.m. & Fridays by appointment		
Course Format/Structure:		100% Face to Face only.		
Classroom Location:		DAL1 208		
Class Meeting Days & Times:		Tuesday 5:30 p.m. – 8:20 p.m.		
Course Catalog Description:		Principles underlying public relations, development of school and community understanding, cooperation through appropriate agents and agencies, and relationships of school personnel with the public.		
Prerequisites:		None		
Co-requisites:				
Required Text:				
Recommended Text and References:		Gallagher, Donald, Bagin, Don, Moore, Edward. (2012). <i>The school and community relations</i> (10 th ed.) Boston, MA: Allyn & Bacon.		
Access to Learning Resources:		UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview: The goals of this course are as follows -				
	<ul style="list-style-type: none">• respond appropriately to diverse needs in shaping the campus culture• create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.• ensure that parents and other members of the community are an integral part of the campus culture.• develop and implement strategies for effective internal and external communications.• develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.			
Learning Objectives/Outcomes: At the end of this course, students will be able to:				
1	Explain and implement... <ul style="list-style-type: none">• effective strategies for systematically communicating with and gathering input from all campus stakeholders.			
2	Demonstrate critical thinking by... <ul style="list-style-type: none">• promoting awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.• using strategies for promoting collaborative decision making and problem solving,			

Revised April 2015 supersedes all previous versions

	<ul style="list-style-type: none"> facilitating team building, and developing consensus. developing and implementing procedures for crisis planning and for responding to crises. communicating and working effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
3	<p>Analyze and establish...</p> <ul style="list-style-type: none"> procedures to assess and modify implementation plans to ensure achievement of the campus vision. partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals. strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
4	<p>Apply . . .</p> <ul style="list-style-type: none"> strategies to ensure the development of collegial relationships and effective collaboration. strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
5	<p>List all course Student Learning Outcomes</p> <ul style="list-style-type: none"> provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children. communicate effectively with families and other community members in varied educational contexts. facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision respond to pertinent political, social, and economic issues in the internal and external environment. work collaboratively with stakeholders to develop campus budgets.

Course Outline

(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Date	Session/ Week	Topics	Assignment Due	Notes
8/22	1	Media Scenarios Discussion guidance; Chapter Presentation Assignments given		
8/29	2	Media Scenarios Discussion Chapter 1 Media History, Criticism and Philosophy	Current Events #1	
9/5	3	Media Scenarios Discussion Chapter 2 School Marketing Plan	Current Events #2	
9/12	4	Media Scenarios Discussion Chapter 3 Relationship with Media Entities & Responding to the Media	Current Events #3	
9/19	5	Media Scenarios Discussion Chapter 4 School Board Meeting	Current Events #4 Journal Article Analysis	
9/26	6	Media Scenarios Discussion Chapters 5 & 6 Media Interviews	Current Events #5	
10/13	7	Media Scenarios Discussion Chapters 7 & 8 Media Interviews	Current Events #6	
10/10	8	Media Scenarios Discussion Chapter 9 & 10 Media Engagement	Current Events #7	
10/17	9	Daily Scenarios Chapters 11 & 12	Current Events #8 Class Project Presentation #1	
10/24	10	Media Scenarios Discussion Chapters 13 & 14 Media History, Criticism and Philosophy	Current Events #9 Class Project Presentation #2	
10/31	11	Media Scenarios Discussion Chapters 15 & 16 School Marketing Plan	Current Events #10 Class Project Presentation #3	
11/7	12	Media Scenarios	Current Events	

Revised April 2016 supersedes all previous versions

		Discussion Chapter 17	#11 Class Project Presentation #4	
11/14	13	Media Scenarios Discussion	Current Events #12 Class Project Presentation #5	
11/21	14	Holiday		
11/28	15	Media Scenarios Discussion	Journal Article Analysis #2	
12/5	16	Final journal article analysis due		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Current Events: Articles and Discussion: 15%

It is important to stay current with event as it relates to our field. Current events articles allow for the students to locate news or blog articles related to school personnel and share with the class. Students will share the article with the class and engage in a discussion about the research topic.

Chapter Presentations: 20%

Students will work in or groups to present major concepts of the course using textbooks required for the course. Students will be divided into groups. Groups will be presenting the chapters in a presentation format using Prezi, Power Point, or another technology-based media.

Journal Article Analysis: 20%

Students will conduct two high-level critiques of a journal article that covers a topic related to the course. Students will format their article critique in APA format. The critique should clearly demonstrate an understanding of the article and a higher-order critique and commentary on the topic covered. Each critique must cite a minimum of 3 peer-reviewed publications.

Scenarios Reflections: 15%

Each week, we will discuss two scenarios that educators may have to face and create an appropriate response to the public. Each member of the class is expected to participate in the discussions and produce a reflection on each scenario. Reflections can be written in a journal format.

Class Project Presentations: 30%

Students will work together to address an important aspect of school governance and safety. Students will discuss and look at examples of how school districts address communications and public relations in schools.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Current Events	12 assignments at 10 points each	120
Chapter Presentations	1 individual chapter presentation at 10 points and one group presentation at 10 points	20
Journal Article Analysis	2 journal article analyses at 10 points each	20

Scenarios Reflections	1 discussion per week at 15 weeks (1 point per week)	15
Class Project	1 project at 30 points each	30
TOTAL:		205

Grade Determination

A = 205 – 180 pts; i.e.90% or better

B = 179 – 160 pts; i.e.80 – 89 %

C = 159 – 140 pts; i.e.70 – 79 %

D = 139 – 120 pts, i.e.60 – 69 %

F = 119 pts or below; i.e. less than 60%

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Attendance and Participation Policy:

Weekly student participation is required for this course. Absences for all reasons must be kept to a minimum and should not exceed 25% of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences.

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untdallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

University of North Texas at Dallas
Spring 2018
SYLLABUS
EDAD 5500: Internship
3 semester hours

Department of Educational Leadership

Instructor Name: Dr. Jerry Burkett
Co-instructor Marlon Brooks
Office Location: Dal1, 201P
Office Phone: 972-338-1815
Email Address: Jerry.burkett@untdallas.edu
Marlon.brooks@untdallas.edu

Office Hours: By appointment
Classroom Location: Dal1, 262
Class Meeting Days & Times: Field Experience
Class meetings held once per month on the following dates:

- January 16
- February 20
- March 20
- April 17
- May 8

Course Catalog Description: Provision for on-the-job experience and professional study in administration and supervision as directed by the student's major advisor. Required for Texas professional certificate for school administration. Not applicable to degree programs. The internship requires 125 hours of experience at a secondary, middle, elementary, or alternative school site. EDAD 5300, EDAD 5330, EDAD 5390 and EDAD 5400

Prerequisites:
Co-requisites:
Required Text: N/A
Access to Learning Resources: UNT Dallas Library:
phone: (972) 780-3625;
web: <http://www.unt.edu/unt-dallas/library.htm>
UNT Dallas Bookstore:
phone: (972) 780-3652;
e-mail: 1012mgr@fhcg.follett.com

Course Goals or Overview:

The goal of this course is to...

1. To provide the intern with the opportunity to practice administration in the real world of the educational setting.
2. To provide the intern, as well as the University and the local school administration and board, an opportunity to determine the extent of the intern's potential administrative ability.
3. To aid the intern in making professional decisions regarding career choices and specialization development.

4. To assist the sponsoring school district in maintaining a dynamic and viable supply of administrators who will use internship experiences as a basis for continuing professional growth.
5. To provide the intern with activities and experiences that will aid him or her in acquiring and succeeding in that first administrative job.
6. To promote the intern's development of the skills, knowledge, and dispositions leading to a positive impact on student learning.

Course Expectations – 40% of candidate grade

1. Complete the Principal Candidate Information Form the first night of class.
2. Create or be prepared to use a Twitter account. (see professor for details)
3. Create a notebook (either a virtual or physical binder) to maintain records/logs and exhibits/attachments of your work throughout the internship. These should be included in your final report. Feel free to be creative with your binder. I recommend LiveBinder as an online option.
4. Select an internship site. Meet with your cooperating administrator no later than January 31, 2018. Work with him/her to gain agreement on the responsibilities you will have throughout your internship experience. This meeting should then provide the content for the development of a plan of action. The format for this plan is listed under forms in your handout. Remember that you are required to complete 125 hours of administrative responsibilities by May 8, 2018. **As documentation for these hours, you will maintain a time log that will show the day, description of activity, and amount of time spent on that activity.**

5. Internship Plan of Action

This document should include:

- Your goals and objectives for the semester.
- Specific administrative tasks for which you will be responsible and/or in which you will be involved. Have as broad array of responsibilities as time will permit.
- Products, programs or other outputs that will be your primary responsibility.
- Time that will be made available to you so that you are able to achieve the goals and objectives of your internship (This information should also be included on the daily routine form.).
- This should be a written document that is emailed to your internship supervisor no later than **January 31**.

6. Executive Summary Reports

Beginning with your activities from the week of January 22, 2018. These reports should be a minimum of 2 pages. You should discuss the administrative responsibility in which you have engaged and provide insights, new insights that you gained from the experiences. Include the total number of hours for this time period at the conclusion of the report. These reports should be typed (double spaced) and sent as an e-mail attachment. This is designed to be a reflection activity that chronicles your experiences as an administrative intern as well as your personal growth.

Send your documented time log with each summary.

- 1st Report – March 20, 2018

- 2nd Report -- April 20, 2018
- 3rd Report -- May 8, 2018 (This report should be included with your final product)

7. Self-Assessment

Self-Assessment is to be completed prior to the final conference with your university supervisor. Bring it completed to that conference. Be prepared to discuss your self-assessment in the final conference with your faculty supervisor. Also, discuss professional development plan with your supervisor and fill out the form with other helpful activities to strengthen areas of weakness and lack of experience. Make a copy of the form for your personal records. The faculty supervisor will maintain the original copy.

8. Student Internship Project Presentations

Student presentations are developed by the student on an individual basis on a topic of the student's choosing. The purpose of this assignment is to develop the student as a systems thinker and acknowledging that a school is made up of many functioning systems that make a complete organization.

Students will develop a project designed to improve one of the major aspects of the school system. Presentations will be no longer than 15 minutes and will be presented to the class on April 17. **Students are encouraged to use their creativity to develop a project for their internship site and the method of presentation.** Students will work with their internship supervisor to develop their project. Aspects of the school system include but are not limited to:

- Instruction
- Student Achievement
- Finance/Law
- Student Support/Counseling
- Administration
- Technology
- Maintenance and Operations

9. Article Discussions

Education news often dominates print, social, and the news media. For every education news article, there is always a principal that had to handle the issue that occurred on the campus. The purpose of article discussions is to bring these issues to the attention of the class and discuss the scenario presented in the new article.

Students will search the Internet for a news article that is no more than 6 months old to present for the class. Students will send the link to the Twitter hashtag **#UNTDEdLead** for class access. Students are expected to have read the article prior to class and lead the discussion.

Students will sign up for article discussion presentations on the first night of class. Discussion will occur February 20 and March 20.

Field Experience Expectation Expectations – 60% of candidate grade

1. Administrative Interviews

As an intern, schedule and complete two interviews with a campus and district administrator. This interview is designed to explore aspects of the job of a campus and district administrator and is meant to be an exploratory activity. Use this interview to discover aspects of the job that are not necessarily taught in a graduate course. Also, see information on the individuals' motivation to move into a career in administration.

2. Community Engagement Experience

Campus administrators are often involved in the planning and execution of events designed to engage the members of the school community. As an intern, you are expected to participate in an event at your internship site that is related to community engagement. Students will document their experience with pictures, video or social media. Students will work with their internship supervisor for support.

3. Recommended School District Engagement and Experiences (Chose a minimum of 3)

- Attend at least one school board meeting
- Attend at least one administrator's meeting
- Attend at least one PTA Meeting
- Attend an Admission, Review, and Dismissal (ARD) Committee Meeting
- Shadow an administrator during a sporting event, UIL, or extracurricular activity
- Monitor students during a field trip
- Attend a district level administrator meeting

*An experience approved by the internship supervisor

4. Campus Visits/Walkthroughs

We will visit your school on two occasions with you and your cooperating administrator. **The visit will occur in February and April. All site visits must be completed by April 30.** Appointments will be scheduled through each intern.

5. Cooperating Administrator Evaluation

6. Binder Presentations

Students will compile the work from their internship experience in a candidate binder. The binder will be presented to their internship supervisor on May 8. The presentation documents the candidate's experience and provides the professor with a justification that the candidate has met the requirements of the course and the degree. Students will schedule a presentation time on the evening of March 8.

Binders should contain the following at a minimum:

- Table of Contents
- Plan of Action
- All three Executive Summary Report
- Additional observations and insights from your internship (Those that you did not include in the executive summaries.).
- Thoughtful and detailed comments regarding how you would have changed operations during your internship if you had been in charge of the school.
- Attachments and exhibits for each task, program, project, or other duties that you

- engaged in during your internship experience.
- A detailed description of the special project including responsibilities, observations and insights.

The final report is due at our last meeting, which will occur May 8, 2018.

Course Evaluation Methods

The assessment of the Internship examines the candidate's ability to interact in the complex role of the principal by utilizing key theories and concepts and applying these to daily activities within the site setting. The required shadowing activities allow the candidate to reflect upon the principal's actions in developing and managing the learning environment at the school.

Three data sources are used in the assessment of the Internship:

- 1. Cooperating administrator's evaluation**
- 2. Self-evaluation by the intern through completion of a self-evaluation plan and a professional growth plan**
- 3. The university supervisor's evaluation.**
- 4. Evaluation of materials presented during the course.**

The candidate is evaluated in six areas of performance: critical planning skills, professional development analysis, facilitation skills, analysis of leadership and goal accomplishment, professional behavior, and professional interaction.

University of North Texas at Dallas
EDAD 5330
Fall 2015
Instructional Leadership

Instructional leadership

The purpose of this course is to study instructional leadership as it relates to the improvement of instruction, effective schools, and the ongoing effective program delivery by personnel. Areas to be explored and discussed include significant and recent research and best practices of instructional leadership, learning theory, the change process, school climate and culture, effective teaching methods, and the relationship of instruction to curriculum.

Instructor

Douglas Shouse, Ed.D.
Office: Bldg 1 201B UNT Dallas

Telephone: 972-338-1335 (Office)

e-mail: douglas.shouse@unt.edu

Class Location: Room 204 Bldg 1 Monday 5:30pm-8:20pm

**Office Hours: Monday 2:30pm-5:30pm
Tuesday 2:30pm-5:30pm
Wednesday 2:30pm-5:30pm**

Course Materials

Marzano, R.J. (2003) *What Works in Schools: Translating research into action*.
Alexandria VA: Association for Supervision and Curriculum Development.

Fullan, M., & Hargreaves, A. (1996) *What's worth fighting for in your school*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Selected articles and books as directed by instructor.

Texas Competencies for Principal Certification Addressed in this course:

Competency 001

The principal knows how to shape campus culture by facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.**
- 1.2 Use various types of information to develop a campus vision and create a plan for implementing the vision.**

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and professional growth.

The principal knows how to

2

- 5.1** Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2** Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3** Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4** *Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.*
- 5.5** Uses formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6** *Facilitate the use and integration of technology to enhance learning.*
- 5.7** Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, and student discipline to ensure a campus environment conducive to teaching and learning.

Competency 006

6.5 Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read & adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates & acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal & policy trends & requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others & adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience & flexibility</p> <p>Identifies professional and personal strengths & weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results & plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Entrepreneurial Innovative Vision	<p>Actively seeks cultural diversity</p> <p>Articulates a vision of inclusion & equity</p> <p>All inclusive vision</p> <p>Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures</p> <p>Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities</p> <p>Seeks and responds to feedback</p> <p>Results oriented</p> <p>Willing to take calculated risks in order to improve</p> <p>Embraces contradictions in problem solving</p> <p>Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all student & staff</p> <p>Articulates & demonstrates equity</p> <p>Articulates an all-inclusive vision framed by emancipatory leadership</p> <p>Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students</p> <p>Ensures access to all school services (i.e. Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details & the bigger picture</p> <p>Shows a balance between confidence & humility</p> <p>Sets challenging goals & takes initiative</p> <p>Has a history of personal success & excellence in achievement</p> <p>Drive to achieve results/success</p> <p>Models culturally responsive and emancipatory leadership</p> <p>Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome</p> <p>Knowledge and skill in what is necessary to achieve high levels of student learning</p> <p>Sets high expectations for all students</p> <p>Develops and communicates a vision that includes the need for urgent change</p> <p>Measures excellence in academic curriculum through multiple modalities</p> <p>Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary)</p> <p>Leads improvement in literacy and numeracy for all students</p> <p>Facilitates engagement of all students</p>

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Communication	<p>Language (oral & written) is free of cultural bias</p> <p>Active & Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully promotes the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language & actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models & encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, & respectful relationships</p> <p>Demonstrates honesty & integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage & increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
	Creates open access through a variety of technology portals Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)	Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence) Accesses current research and databases Uses technology for data analysis Stays current and updated in technology advancements (hardware and software) Evaluates information and sources critically	Actively ensures access to technology for all students & families Matches technology expectations to students' specific resources and/or community resources Bridges technology gaps for students by acquiring technologies in the school Coordinates with community resources to provide access outside the school Effectively secures & manages resources to ensure access to all students and families	Understands & models appropriate/effective use of social networking tools and other technologies Socially responsible with technology (email content; text content; internet usage) Secures necessary resources through grant writing, advocacy, and effective management Uses public resources and funds appropriately and effectively	Successful experience with instructional technologies (electronic, manipulatives, and other hands-on simulatives) Uses technology to access and analyze achievement data Utilizes technologies to engage all stakeholders in learning
Technology & Other Resources					

LEADERSHIP FOR...					
LEADERSHIP THROUGH...	Cultural Competence/Community Engagement	Professional Learning	Democratic/Social Justice	Ethics/Personal Presence	PreK-12 Student Learning
Collaboration/ Team Building	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in & facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness & achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts & recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds & sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

Objectives

As a result of participation in this course, the student will be able to:

1. List and discuss the five school-level factors that have the greatest impact on student achievement. Discuss the level of importance of each factor. Determine interventions/applications for each factor.
2. List and discuss the three teacher-level factors that have the greatest effect on student achievement. Describe instructional strategies, classroom management approaches, and curriculum design strategies that are most effective. Determine interventions/applications for each factor.
3. List and discuss the three student-level factors that have the greatest impact on student achievement. Discuss the importance of each factor. Determine interventions/applications for each factor.
4. Describe the barriers to achieving instructional leadership and successful schools. Describe approaches for overcoming these barriers.
5. Describe and evaluate leadership approaches to improve student achievement.
6. Apply learning from objectives 1-5 to develop action steps for school improvement.

IMPORTANT INFORMATION FOR PRINCIPAL CERTIFICATION STUDENTS

Tk20

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Students subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Please go to the following link for directions about how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website <http://www.coe.unt.edu/tk20>

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Work Quality

Effective written and oral communication skills are expected in this graduate course. All work submitted must be typed and will be graded on content and form. All written work must be submitted on time. All work must follow APA guidelines unless specified otherwise. Late work will receive a reduction of points to the final grade. Written work must demonstrate insightful reflection to receive maximum points.

Professional Standards

Professional attitudes and demeanor are important to the learning of all students and are expected throughout the semester. The instructor will observe all classes looking for leadership characteristics and skills to emerge.

Course Evaluation

Attendance, completion of all reading assignments, Informed participation in class activities	20 pts
Article (Executive summary)	10 pts
Class teaching assignment	30 pts
Book report	20 pts
Book Presentation	20 pts
Tk20 Assignment	20 pts
Field Experience and interview plan	30 pts
Master Schedule	30 pts
Final Exam	20 pts

Total 200 pts

NO CELL PHONES OR LAPTOPS SHOULD BE ON IN CLASS. POINTS WILL BE DEDUCTED. No other notifications will be given.

In order to receive full credit for attendance, students must be timely and attend all sessions. If a student must miss a class, he/she is expected to notify the instructor in advance. A commitment to the work of the course through preparation for the classes and participation in the classes is extremely important.

Other assignments may be given as appropriate during the semester. At times through the course, you may be asked to summarize the readings for that class session in advance of the presentation.

YOU ARE ENCOURAGED TO TAKE GOOD CLASS NOTES ALL SEMESTER!

Article:

Research the literature for an article about Instructional Leadership that interests you and has good insight into successful leadership. When you find the right article that gets your attention, be prepared to discuss and share the article with the class if you are called upon to do so. Write a one page summary of the highlights of the article and upload into blackboard. **The summary should be uploaded by 10:00pm Sunday, Sept. 6th.**

Instructional Strategies/Instructional Design Lesson

For this assignment, you will teach the class your assigned portion of the factors leading to student achievement. This is not a presentation, but a teaching segment during which you will use effective instructional strategies. The goal will be for the students in class to understand and be able to use the information, ideas, skills you will be teaching. If you know of an effective idea that is from another source, you can add that. However, remember that the goal is not to cover a topic but to teach it to others.

The topics will be the school-level, teacher-level, and student-level factors that have the greatest effect on student achievement and the leadership behaviors leading to school improvement. You can teach the information in the textbook and you may add your own information if you wish. However, the information you add through research and outside readings must relate to what we are learning about the particular information based on educational research. Feel free to share techniques, strategies, etc. that you believe would be good for another instructional leader to know.

You could think of this as a possible staff development presentation you might make to fellow educators.

Book Report/Book Presentation

Select one of the books listed below to read and write a two-three page book report. This portion of the assignment will be done individually. The book presentation will be designed and presented with colleagues who have selected the same book to read. The presentation will be a collaborative effort with the purpose of familiarizing colleagues with the content of the text. The presentation should be approximately 60 minutes in length. Classroom participation is expected.

Marzano, R.J., Pickering, D.J. & Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *Classroom management that works*. Alexandria VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

*All of the above books can be purchased by calling ASCD 1-800-933-2723 or by ordering on line at www.ascd.org They may also be found at major book stores such as Barnes & Noble or Amazon.

Field Experience & Interview Plan

Interview a campus principal you admire regarding his/her role as an instructional leader by asking the following questions. (You may add to the list.) In addition to writing a summary of your interview, please include your own reflection on the answers given.

1. How do you schedule your day and week to ensure that you are spending adequate time on instructional issues?
2. What do you consider your expertise in the instructional arena?
3. What self-study do you engage in that assists your instructional growth?
4. What organizational structure supports professional learning communities in your school?
5. How do you use the expertise of master teachers to improve teaching and learning at your school?
6. What obstacles to school improvement have you experienced as a principal? How did you overcome those obstacles?
7. What advice would you give a beginning principal?

Additionally, you will need to write an interview plan to be used in preparation for a principalship or other instructional leadership position. The interview plan should include the following:

- Questions that might be used in the interview plus your responses to the questions.
- Prepared comments about your strengths as well as comments about one weakness.
- Questions you would ask of the interviewers at the end of the interview.

Tk20 Assignment:

Following the directions given in the assignment in tk20 you will prepare a best practices assignment containing a written paper and a power point to support the paper. This assignment will be uploaded into tk20 on or before the deadline posted in the course outline.

Master Schedule Group Assignment:

Groups will be formed to design and build a Master Schedule for a designated school. All demographics and school data will be provided in order to determine the needed classes and teachers. This exercise will familiarize you with the details and planning that are needed to meet all the needs of a campus and student body. You should also become more aware of all the preparation that is needed to obtain the data that drives a master schedule. You will see the flexibility that a campus has to determine what schedule is used to develop classes for all students and teachers. You should research the pros and cons of the different schedule formats such as block scheduling, traditional scheduling, modified blocks, etc. in order to defend and justify the schedule that is used.

COURSE OUTLINE

We will use this course outline as a guide for the semester. However, changes may occur due to time constraints, our learning needs, and feedback from you as class participants. We will monitor and adjust as necessary.

Date	Class Topic	SLO
August 24	Class Overview Introductions Syllabus, Data Cards All assignments including Master Schedule and tk20	5
August 31	Professional Learning Community Fullen pp. 1-15 & pp. 37-62 Student Teaching Assignment and Professor	4

led discussions. Upload group power point
by Sunday Aug 30th at 9:00 pm.

September 7	Labor Day (No on campus class) Planning and preparation for Article Research (Online) Due by 10:00pm Sunday Sept. 6th.	6
September 14	Professional Learning Community Fullen pp. 16-36 & pp. 63-106 Student Teaching Assignment and Professor led discussions. Upload group power point by Sunday Sept. 13 th at 9:00pm.	4
September 21	School Effectiveness Marzano, Chapters 1-5, pp. 1-52 Student teaching assignment and Professor led discussions. Upload group power point by Sunday Sept. 20 th at 9:00pm.	1,2 & 3
September 28	School Effectiveness Marzano, Chapters 6,7,8 & 10 pp. 53-69, pp.71-77 & pp. 89-105 Student teaching assignment and Professor led Discussions. Upload group power point by Sunday Sept. 27 th at 9:00 pm.	1,2 & 3
October 5	School Effectiveness Marzano, Chapters 9, 11, 12, & 13 pp. 78-87 & pp. 106-132 Student teaching assignment and Professor led discussions. Upload group power point by Sunday Oct 4 th at 9:00 pm.	1,2 & 3
October 12	Submit evidence of group study for Master Schedule assignment e-mail to me by 10:00pm October 11th (No on campus class) (On line) Start Conducting Field Experience Interviews	1,2 & 3
October 19	School Effectiveness Marzano, Chapters 14-18, pp. 133-178 Student teaching assignment and Professor led Discussions. Upload group power point by Sunday Oct 18 th at 9:00 pm. Tk20 assignment should be in progress	1,2 & 3

- October 26 Instructional Leadership
Book Reports (Written) Individual Upload by 4,5 & 6
10pm Oct 25th. (On Line Black Board)
Power Point uploaded to Black Board **by 10 pm**
Oct. 25th.
Group Presentations at 6:00pm on 26th.
(On Line via Zoom)
- November 2 Submit further evidence of group study for Master
Schedule assignment (On Line) **(No on campus class) 6**
Send me e-mail by 10:00pm Sunday November 1
describing progress. One person can send update
for group. Be sure group is together on the update.
- Each person should declare status of field interviews, either
complete or show scheduled date to complete. Send me e-mail by
10:00pm on Sunday November 1 with details.
- November 9 Instructional Leadership
Book Reports(Written) Individual Upload by 4,5 & 6
10pm Nov. 8th (On Line via Black Board)
Power Point Upload to Black Board by 10 pm
Nov. 8th.
Group Presentation at 6:00pm on 9th.
(On Line via Zoom)
- November 16 **(No on campus class) tk20 assignment due on line in Black**
Board by 10:00pm Nov 15th. One person can submit for
group. Be sure group is all in agreement on final document for
the assignment before posting to black board. (On Line)
4, 5 & 6
- November 23 Field Experience Reflection Paper submitted (online in black
board)
(No on campus class) Due by 10pm Nov 22nd. 4, 5 & 6
- November 30 Final Master Schedule submitted online in
black board by 10 pm Nov. 29th. **4, 5 & 6**
Group Master Schedule Presentations at 6:00 pm
On 30th. (On Line via Zoom)
- December 7 Final Exam (online) Email to me. **(No on campus class)**
Due by 9 pm Dec 7th 1-6

University of North Texas at Dallas
Spring 2018
SYLLABUS

EDAD 5300-020			
EDAD 5300D.090: Introduction to Educational Leadership 3Hrs			
Department of	Educational Leadership	Division of	School of Education
Instructor Name: Dr. Jerry R. Burkett			
Email Address: jerry.burkett@untDallas.edu			
Phone: 214-338-1815			
Classroom Location: Dal 1, Room 262			
Class Meeting Days & Times: MTWR 6:00-8:50 p.m. Face to Face/Hybrid/Online			
Course Catalog Description:	This course presents an overview of the requirements and standards of the Master's Degree in Educational Leadership and the Principal Certificate. The goal of the course is to prepare individuals to be educational leaders focused on student achievement. The course introduces a variety of research-based themes centered on educational leadership theory and practice. In addition, students learn the concepts related to ethical school leadership and how to apply those concepts in practice with teachers, students and community stakeholders.		
Required Text:	<p>Marzano, R. J., Waters, T., & McNulty, B. A. (2006). <i>School leadership that works: from research to results</i>. Heatherton, Vic.: Hawker Brownlow Education.</p> <p>Rath, T. (2007). <i>Strengths Finder 2.0</i>. New York: Gallup Press.</p> <p>Whitaker, T. (2015). <i>What great principals do differently: Eighteen things that matter most</i>. 2nd Ed. New York: Routledge.</p>		
Recommended Text and References:	American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association</i> (6 th Ed.). Washington, D.C.: Author. Other materials provided by instructor and in Blackboard		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625 web: http://www.unt.edu/unt-dallas/library.htm Syllabus EDAD 5300D: Introduction to Educational Leadership (AEL) UNT Dallas Bookstore: Location: 7300 University Hills Blvd., Dallas, TX 75241 Building 1 (north side of campus) First Floor Phone: 972-780-3652 Fax: 972-780-3689 Email: 1012mgr@fhcg.follett.com Website: untDallas.bkstr.com Texas Education Agency Website</p>		

Course Goals or Overview:

The goals of this course provide the students an opportunity to learn and fully embrace the following key theoretical and practical concepts, beliefs and initiatives. They are as follows:

- Develop effective strategies for re-culturing schools and districts.
- Learn about *collective instructional leadership*.
- Define and understand the term research-based belief system.
- Examine personal and group beliefs about change.
- Define and learn how to overcome campus learning disabilities.
- Understand how to foster a safe, caring, and trusting team culture.
- Define and understand significance of the term closing the opportunity-to-learn cap.
- Examine and understand the connection between organizational culture and learning.
- Understand how to develop, implement, and monitor effective campus learning strategies that reflect data analysis.
- Understand how to select and develop quality teachers who possess a research-based belief system.
- Learn how to significantly increase all students' academic effort.
- Understand how to build trust in professional learning communities and school-wide.
- Examine alternatives to student retention.
- Define and understand "bell curve" teaching.
- Learn how to become an effective instructional coach.
- Develop a course of study and degree/certification plan.
- Develop and demonstrate academic scholarship knowledge and skills for successful graduate study.

Learning Objectives/Outcomes

The goals of this course provide the students an opportunity to learn and fully embrace the following key theoretical and practical concepts, beliefs and initiatives. They are as follows:

The school administrator understands how to...

- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
- apply skills for building consensus and managing conflict.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change
- develop and implement plans for using technology and information systems to enhance school management.
- develop and implement procedures for crisis planning and for responding to crises

The Code of Ethics and Standard Practices for Texas Educators:

- apply knowledge of ethical issues affecting education
- articulate the importance of education in a free democratic society.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class or online.

Date	Topic	Suggested Readings	Assignments/Discussion
January 22, 2018	Introduction, Syllabus, Course Description	Whitaker: Ch. 3,19,20; Marzano: Ch. 2	Discussion: What does it mean to be a campus leader? What gives you the right to lead?
January 29, 2018	Finding Your Strengths, 21 Responsibilities of a School Leader	Marzano: Ch. 5 Rath: Part I: Finding Your Strengths	Strengths Finder 2.0 Inventory
February 5, 2018	Applying Your Strengths	Rath: Part II: Applying Your Strengths	Article Discussion Strengths Finder 2.0 Discussion
February 12, 2018	People, Not Programs, Develop an Accurate Sense of Self, Who is the Variable, Respect, Campus Leader Practice	Whitaker: Ch. 2,3,4	Article Discussion Reflection #1 Due
February 19, 2018	Treat Everyone with Respect, Be the Filter, Teach the Teachers	Whitaker: Ch. 5,6,7	
February 26, 2018	Hire Great Teachers, Understand the Dynamics of Change, Focus on Behavior	Whitaker: Ch. 8,9,11	
March 5, 2018	Loyal to Whom, Base Every Decision on Your Best Teachers, Understand the High Achievers	Whitaker: Ch. 12,14,15	Reflection #2 Due
March 12, 2018	Spring Break		
March 19, 2018	Make it Cool to Care, Don't Need to Repair	Whitaker: Ch. 16, 17	Article Discussion
March 26, 2018	Deal with Negative or Ineffective Staff Members	Whitaker: Ch. 18	Article Discussion
April 2, 2018	Set Expectations at the Start of the Year, Clarify Your Core	Whitaker: Ch. 19,20	Article Discussion "10 Commandments" of Leadership Due

April 9, 2018	21 Responsibilities of a School Leader	Marzano: Ch. 4	
April 16, 2018	Two Types of Change	Marzano: Ch. 5	Reflection #3 Due Leadership Profile Presentations
April 23, 2018	Doing the Right Work	Marzano: Ch. 6	Leadership Profile Presentations
April 30, 2018	Plan for School Leadership	Marzano: Ch. 7	
May 7, 2018	Decision Making	Whitaker: Ch. 13,14,16,17	Reflection #4 Due
May 14, 2018	Final Project		Concept Map Due

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance and Participation:

During face-to-face and online, students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include class discussions, lectures, online, group discussions, final exam and oral presentations.

Reflection Essay – Auto-ethnography:

The most significant portion of the lesson cycle is reflection. It is also the most forgotten piece of most lessons. Leaders must also practice the art of reflection in the course of their work as a way to grow personally and professionally. Students will be asked to provide 4 Reflection Essays during the course of the semester. These essays are written "journal or diary style" and are not intended to be papers filled with research-based content. This assignment is designed to provide students with an opportunity to provide a self-reflection of how the topics in the course impact the student in their pursuit of a position of leadership. At the conclusion of the course, the student will have created a completed autoethnography on their personal drive and desires to serve students who live in urban and mult cultural settings. Students will include an exercise in self-evaluation of their own ethical leadership traits. This assignment is a signature assessment.

Current Events Article Discussion:

Education is a heavily reported topic in the media. There is no shortage of newspaper articles or television reports on various issues in education. As an educational leader, it is important to be current on events happening in the education world. Three designated class meetings have been scheduled for discussions on current events in education. Students will search the Internet for recent articles or reports on any education topic (within 6 months), read the article or report, and provide a synopsis of the article for the class. Links to the articles will be posted to the Flipboard class magazine page prior to the class meeting.

"10 Commandments" of Leadership:

As your progress through the course and begin to understand the skills necessary to become an educational leader, you will establish a set of norms or "commandments" for yourself to use as a guiding list of statements by which to lead your future school. The professor will model this activity for the class. Students will have several weeks of reflect on for this activity with a final product due on April 2.

Leadership Profile:

The world is filled with leaders, both past and present. These individuals have made a lasting impact on history, the world, and society in their own unique ways. We honor these individuals through study and refer to their actions during our own times of trouble. For this assignment, students will choose an individual who has made an impact on their leadership practice and present a profile of that leader to the class. Students will draw upon the concepts learned in the course to select an individual who espouses the traits discussed. Students will be graded on their presentation skills as well as *how the student connects the concepts of the course to the chosen leader.*

Concept Map:

At the conclusion of the course, students will submit a concept map that illustrates conceptual connections the

student has made on the topic of educational leadership. This assignment will be done in class. Students will also submit a one-page document that explains the student's thinking and rationale for the concepts created.

Online Class Assignment:

During the week of February 19th, the class will meet on Twitter. Students will be expected to participate in a Twitter chat session at some point during the course of the week responding to the professor and other students on topics from the course. Specifically, we will discuss concepts covered in the Marzano textbook in Chapters 4, 6, and 7. The professor will post an initial discussion question and students will respond. There is no expectation for the number of recorded responses, however the student will be graded on their participation and on the clarity of their responses. Students will need a personal Twitter account prior to the online course meeting.

Course Grading:

Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily.

Neatness, thoroughness, and care in preparing course materials are required.

General criteria for evaluating student work are:

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice: Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge.

Assignments	
Attendance and Participation	5%
Reflection Essays	25%
10 Commitments of Leadership	10%
Leadership Profile and Presentation	20%
Discussion Articles	10%
Concept Map	25%
Twitter Chat Session	5%

University Policies and Procedures:

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge

content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

According to the instructor's discretion while working in concert with the division/program's guidelines.

Exam Policy:

Online exams and the ability to retake is solely at the instructor's discretion. NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

[http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies:

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes:

Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated.

Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB7000000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.ht

**University of North Texas at Dallas
School of Education
Masters in Educational Leadership Program**

Masters in Educational Leadership Program Overview

The School of Education's Master of Education program will lead students to earn a graduate degree in Educational Leadership. This **30-semester hour program** prepares students with the skills and knowledge required for leadership careers at campus or central office administration positions. Graduates will earn their Advancing Educational Leadership (AEL) certification and be prepared to earn their Texas Principal Certificate following this program.

We offer flexible scheduling options, face-to-face instruction, and hybrid courses; all designed to provide working professionals with a variety of scheduling options to attain their degree.

Core Principles of Educational Leadership

The UNT-Dallas School of Education is committed to training effective leaders to advance 21st century schools. We recognize that educational administration is a challenging and rewarding career path that requires unique skills and competencies. The Master's in Educational Administration program emphasizes real-world understanding and practical application of leadership principles with a specialized focus on:

- **Urban Education**
- **Instructional Leadership**
- **Ethical Leadership**

Our graduates will gain a deep understanding of these core concepts, allowing them to provide skillful and authentic leadership in any educational setting. Our program is committed to developing leaders with practical knowledge and understanding to support the evolving needs of K-12 education while driving student achievement.

Recommended Course Sequence

Degree and Certification plans are prepared in the 5300 course. After the student has completed the four core courses, the student may apply for Internship (EDAD 5500). Once the student is enrolled in the internship, the faculty Internship Supervisor becomes the advisor for the remainder of the program. In preparing the degree plan, a student may transfer up to six (6) semester hours of course work from another institution with advisor and UNT Dallas Graduate School permission. Students have six years to complete the degree.

Core Courses (Courses must be taken prior to Professional Courses)

EDAD 5300 – Introduction to Educational Leadership

EDAD 5330 – The Principalship

EDAD 5370 – Leadership for Assessment, Accountability, and Evaluation

EDAD 5390 – Campus Level School Law and Human Resources

Internship

EDAD 5500 – Internship (after core is completed)

Professional Courses

EDAD 5610 – Communications and Public Relations

EDAD 5620 – Leadership for Student Educational Services

EDAD 5640 – School Finance

EDAD 5680 – Leadership of K-12 Curriculum and Instruction

Final Course

EDAD 5700 – Practicum in Educational Leadership (Must be final course taken in the final semester) Students must apply for the practicum in advance by the appropriate deadline as stated on the application. Students cannot take the practicum (5700) and the internship (EDAD 5500) in the same semester. Internship must be taken prior to the Practicum course for students seeking principal certification.

Instructional Coaching Protocols

UNT-Dallas educational leadership students are exposed to several best practices instructional coaching models. We believe that the campus principal is central to driving instructional change and leadership for the campus and must be highly aware of instructional best practices. The Master's in Educational Leadership degree encompasses two courses dedicated to teaching students various coaching models, the impact of curriculum and standards, state accountability measures, evaluation rubrics, and the impact of assessment on student achievement.

Principal candidates at UNT-Dallas are provided with two instructional coaching models and one foundational guide for establishing a culture of high-impact instruction and continuous improvement.

National Institute for the Excellence in Teaching

Comprehensive educator effectiveness models start with effective educators. An essential element of effective teaching is providing regular, timely evaluation and feedback. But creating a robust evaluation system takes significant time and resources. The National Institute for Excellence in Teaching and created the NIET Instructional Rubric which provides an instructional guideline with definitions to help administrators and evaluators coach emerging and veteran teachers. UNT-Dallas principal candidates are taught this model in the EDAD 5680 course. Candidates focus on an in-depth understanding of coaching the following instructional aspects:

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback

- Grouping Students
- Teacher Content and Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

The Fundamental 5 (Cain & Laird, 2011)

Cain and Laird (2011) have identified through action research instructional practices that are interconnected and interact during the lesson cycle. The fundamentals are identified as essential to best practices for each teacher and should be part of the lesson planning and execution. Principal candidates are taught this model as an effective way to monitor instruction through walkthroughs and provide coaching and feedback using quick, quantifiable data. The aspects of the Fundamental 5 are:

- Framing the Lesson
- Working in the Power Zone
- Frequent, Small-Group, Purposeful Talk
- Recognition and Reinforcement
- Writing Critically

Leverage Leadership (Bambrick-Santoyo, 2012)

Bambrick-Santoyo's book "Leverage Leadership" is used to provide principal candidates with a foundation for principal leadership. The guide provided by the authors helps to focus principal candidates on the importance of instruction and creating an environment of continuous growth and improvement.

- Data-Driven Instruction
- Observation and Feedback
- Planning
- Professional Development.
- Student Culture
- Staff Culture
- Managing and Developing an Instructional Team

Evaluation and Metrics

The mission of the Educational Leadership program is to prepare educators for leadership positions in culturally diverse communities in the South Dallas region and beyond. Our program will create the next generation of school leaders that will propel local communities into ever increasing cycles of success. Our faculty aspires to ensure that our graduates are highly qualified, actively recruited, and successfully employed in leadership positions in school in the South Dallas region and beyond.

The Masters in Educational Leadership program is measured on three student learning objectives which help drive the evaluation of the program and allow for continuous improvement and redesign of the degree program.

Demonstrate understanding of educational leadership skills

Principal candidates in the Educational Leadership program will provide evidence of mastery of the knowledge and skills necessary for 21st century educational leadership. A required part of the program is to participate in the Advancing Educational Leadership (AEL) Certificate Training. In addition, students produce concept maps created during the Introduction to Educational Leadership course (EDAD 5300) to connect various research-based Educational Leadership concepts they will study.

For the 2016-17 cohort, 12 students completed the AEL Certificate Training of which 38% (n=10) met the target score. 15 students completed the concept map assignment, of those 80% (n=13) scored 80 out of 100. Criterion is being met for this student learning objective, however, a coherent structure of leadership themes needs to be apparent in lectures and evident in student assignments for the 2017-18 cohort. Faculty members are currently making these improvements.

Demonstrate Performance based Leadership Skills

Principal candidates in the Educational Leadership program will demonstrate the leadership knowledge and skills necessary to successfully lead a campus. Students will participate in a 160-hour campus internship under the supervision of a current campus administrator and a university supervisor. The Internship experience is designed to provide students an opportunity to drive their own unique experience while participating in two signature projects designed to engage the student in the school community and expose the student to teacher evaluation and observation. In addition, students meet regularly with fellow interns in the program to debrief their internship experiences and share their progress and success.

For the 2017 cohort, 9 students completed the Internship of which, 78% (n=7) scored 4 or higher on the internship evaluation. Currently, the Internship course is being redesigned to ensure connections are being made between Internship practice, the Texas Principal Competencies, and educational leadership skills. Faculty members are currently making these instructional adjustments.

Knowledge of Texas principal competencies Demonstrate Performance based Leadership Skills

Principal candidates in the Educational Leadership program will demonstrate the knowledge and skills outlined in the standards for the Texas Principal Certificate. Students will complete projects designed to ensure understanding of the Texas Principal Competencies including campus-based finance activity, action-research project, and teacher evaluation project. For the 2017 cohort, 61% (n=19) passed the exam. Faculty will make adjustments in the curriculum to strengthen lowest scored competencies on the exam.

